

Polk County Public Schools

Sleepy Hill Middle School



2019-20 Schoolwide Improvement Plan

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Sleepy Hill Middle School

2215 SLEEPY HILL RD, Lakeland, FL 33810

<http://schools.polk-fl.net/shms>

Demographics

Principal: Kendis Clark

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (49%) 2016-17: C (45%) 2015-16: C (46%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">72%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to create a learning community with a safe and orderly, caring and supportive environment. We will eliminate barriers of achievement and create endless possibilities for success. Learning For All: Whatever It Takes!

Provide the school's vision statement.

Students will acquire the education and skills necessary to become contributing members of society.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Selph, Wallace	Principal	
Hearns, Dolecia	Assistant Principal	
Bookhamer, Jennifer	Assistant Principal	
Yamano, Michele	Teacher, K-12	
Arzillo, Gretchen	Administrative Support	
king, tiffany	Teacher, K-12	
wren, maegan	Teacher, K-12	
holleman, irona	Teacher, K-12	
Kieffer, Rayna	Assistant Principal	
Kowallek, Rebecca	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	57	26	51	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	36	56	95	0	0	0	0	187
Course failure in ELA or Math	0	0	0	0	0	0	0	12	13	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	125	128	213	0	0	0	0	466

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	17	39	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	8	0	0	0	0	9

FTE units allocated to school (total number of teacher units)

52

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	15	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	3	2	4	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	4	8	8	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	122	297	203	0	0	0	0	622

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	25	23	0	0	0	0	61

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	15	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	3	2	4	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	4	8	8	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	122	297	203	0	0	0	0	622

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	25	23	0	0	0	0	61

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	48%	54%	38%	48%	52%
ELA Learning Gains	51%	52%	54%	48%	51%	54%
ELA Lowest 25th Percentile	45%	48%	47%	37%	43%	44%
Math Achievement	37%	50%	58%	33%	47%	56%
Math Learning Gains	41%	50%	57%	47%	50%	57%
Math Lowest 25th Percentile	41%	48%	51%	39%	46%	50%
Science Achievement	43%	44%	51%	43%	44%	50%
Social Studies Achievement	72%	72%	72%	62%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	57 (6)	26 (15)	51 (11)	134 (32)
One or more suspensions	36 (3)	56 (2)	95 (4)	187 (9)
Course failure in ELA or Math	0 (4)	12 (8)	13 (8)	25 (20)
Level 1 on statewide assessment	125 (122)	128 (297)	213 (203)	466 (622)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	48%	-11%	54%	-17%
	2018	30%	41%	-11%	52%	-22%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	31%	42%	-11%	52%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	32%	42%	-10%	51%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
08	2019	46%	48%	-2%	56%	-10%
	2018	41%	49%	-8%	58%	-17%
Same Grade Comparison		5%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	47%	-10%	55%	-18%
	2018	29%	40%	-11%	52%	-23%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	25%	39%	-14%	54%	-29%
	2018	20%	40%	-20%	54%	-34%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
08	2019	13%	35%	-22%	46%	-33%
	2018	16%	34%	-18%	45%	-29%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	40%	41%	-1%	48%	-8%
	2018	40%	42%	-2%	50%	-10%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	59%	-59%	65%	-65%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	70%	-1%	71%	-2%
2018	95%	84%	11%	71%	24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-26%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	50%	38%	61%	27%
2018	76%	60%	16%	62%	14%
Compare		12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	53%	33%	57%	29%
2018	89%	41%	48%	56%	33%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	41	38	22	38	38	22	48	18		
ELL	18	42	43	24	35	40	21	49	24		
ASN	86	93		86	64				70		
BLK	29	46	42	21	34	36	37	75	40		
HSP	40	50	44	36	42	44	34	65	48		
MUL	42	44		44	47		57	64			
WHT	50	55	46	50	43	49	59	79	70		
FRL	35	47	45	34	38	41	36	70	51		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	28	29	14	41	45	18				
ELL	15	31	33	19	34	40	13				
ASN	71	71		86	86						
BLK	24	38	36	22	36	42	27	85	70		
HSP	33	40	31	28	36	47	40	100	68		
MUL	47	52		32	34				77		
WHT	48	50	44	47	45	51	59	96	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	32	41	36	29	37	45	38	93	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	33	32	7	30	24	8	20			
ELL	19	41	44	16	40	37	15	41			
ASN	71	77		71	57						
BLK	29	41	29	25	46	45	33	59	62		
HSP	33	47	41	29	44	36	36	53	57		
MUL	57	57		59	64						
WHT	53	55	44	45	50	31	61	79	61		
FRL	33	42	37	26	42	37	34	58	57		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELL student achievement in ELA. Students did not have a consistent support.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Lowest 25% learning gains for black students in math. Our students were not provided targeted differentiated support. Additionally, school wide our students declined in math proficiency and learning gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade math proficiency. Students did not have consistent math instruction and limited access to intensive math options.

Which data component showed the most improvement? What new actions did your school take in this area?

ELL learning gains in ELA. Recognizing the need for student support, the ELL students were included in targeted differentiated support with the students in the bottom 25%. These students received small group instruction and were also provided additional support by the Reading coach. Student data was consistently monitored and discussed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

8th grade proficiency and discipline.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELL student achievement
2. Bottom 25% learning gains for black students
3. Students with Disabilities
4. 8th grade

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Learners 33% Federal Index
Rationale	Data represents an increase in ELA achievement for ELL students with overall proficiency at only 18 percent. Students will need continued targeted support in order to increase learning gains and achieve proficiency. Math achievement overall increased 5%, however learning gains increased only 1% and the bottom 25% learning gains remained the same. Students will need targeted support in math.
State the measurable outcome the school plans to achieve	English Language learners will increase proficiency to 21% and increase learning in both ELA and Math to 45%. Students will be identified and MTSS team will use the data to allocate resources to obtain student achievement.
Person responsible for monitoring outcome	Jennifer Bookhamer (jennifer.bookhamer@polk-fl.net)
Evidence-based Strategy	Students will be identified through initial test scores, WIDA and monitored through the MTSS process.
Rationale for Evidence-based Strategy	Data on English Language Learners and district early warning system data through the MTSS processes and procedures.
Action Step	
Description	<ol style="list-style-type: none"> 1. Non English Students will be identified assessed for their current level of proficiency and assigned Rosetta Stone if necessary 2. Student will receive support in utilizing content specific dictionaries within the content area classroom and receive content specific support. 3. STAR data will be used to monitor student progress and to drive differentiated instruction. Computer Lab para will aid in creating an effective testing environment. 4. Instructional coaches (Reading, Math and Science) will support teachers through professional development and guide instruction. 5. Reading coach and Student Success coach will provide additional support through small group instruction on skills identified from STAR and module assessments.
Person Responsible	Jennifer Bookhamer (jennifer.bookhamer@polk-fl.net)

#2	
Title	Black/African American 40% Federal Index
Rationale	Our Black/African American students performed the second lowest in Math in all three categories. Math Achievement 21%, Math Learning gains 34% and Math Learning Gains for bottom quartile 36%.
State the measurable outcome the school plans to achieve	Math proficiency will increase to 25%. Students will be identified and MTSS team will use the data to allocate resources to obtain student achievement.
Person responsible for monitoring outcome	Rebecca Kowallek (rebecca.kowallek@polk-fl.net)
Evidence-based Strategy	Students will be identified through initial test scores, STAR and monitored through the MTSS process. Additionally, they will be provided small group instruction from the Math Interventionist and Math Coach.
Rationale for Evidence-based Strategy	Data on Black/African American students and district early warning system data through the MTSS processes and procedures.
Action Step	
Description	<ol style="list-style-type: none"> 1. STAR data and Module assessments will be used to monitor student progress and to drive differentiated instruction. (Computer Lab para will aid in creating an effective testing environment.) 2. Math coach and Math Interventionist will provide additional student support with small group instruction on deficit skills identified from STAR and Module Assessment. 3. Math coach will support teachers to create tasks aligned to the standards that will increase student mastery of standard and also create formative assessments to assist teachers in monitoring the student's progress. 4. The behavioral specialist will work with students to build relationships and encourage progress of students.
Person Responsible	Rebecca Kowallek (rebecca.kowallek@polk-fl.net)

#3	
Title	Students with Disabilities 31% Federal Index
Rationale	Our student with disabilities performed the lowest in Math in both learning gains categories; Math Learning gains 41% and Math Learning Gains for bottom quartile 38%.
State the measurable outcome the school plans to achieve	Learning gains in Math will increase to 45% and the Math Learning Gains for bottom quartile will increase to 42. Students will be identified and MTSS team will use the data to allocate resources to obtain student achievement.
Person responsible for monitoring outcome	Doleciea Hearn (doleciea.hearns@polk-fl.net)
Evidence-based Strategy	Students will be identified through initial test scores, STAR and monitored through the MTSS process. Additionally, they will be provided small group instruction from the Math Interventionist and Math Coach
Rationale for Evidence-based Strategy	Data on student with disabilities and district early warning system data through the MTSS processes and procedures.
Action Step	
Description	<ol style="list-style-type: none"> 1. STAR data and Module assessments will be used to monitor student progress and to drive differentiated instruction. (Computer Lab para will aid in creating an effective testing environment.) 2. Math coach and Math Interventionist will provide additional student support with small group instruction on deficit skills identified from STAR and Module Assessment. 3. Math coach will support teachers to create tasks aligned to the standards that will increase student mastery of standard and also create formative assessments to assist teachers in monitoring the student's progress 4. LEA will ensure that teachers are supporting students in all classrooms to provide necessary support based on student needs.
Person Responsible	Doleciea Hearn (doleciea.hearns@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

1. School website- posted are: school mission and vision statements, activities calendar, parent success ideas, testing information.
2. School Newsletter- Paw Prints
3. Remind 101 system with New school telephone system
4. Open House
5. Parent/Teacher Conference
6. Parent involvement activities that could include, but not limited to:
how to help you child with Science Fair, helping your child with math at home, reading is essential: book study, moving up to ninth grade- transitioning to high school, Jaguar Jams: what to expect when your child enters middle school, art shows, portfolio nights and preparing for testing.
7. Parent conference/calls and e-mails
8. Student agendas allow for continued parent communication.
9. Provide flexible meeting times for parents.
10. School Advisory Council, SAC, involves parents, staff, and community members/business partners in the school-wide decision making process.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students have the opportunity to meet with guidance counselors regarding personal issues and needs. Mental health counselors are provided by the school district if warranted. Intramural sports and clubs are available for student participation. Programs provided through Health and ESE/504/ESOL assist with social-emotional and academic needs. Teachers and administration are also available before and after school to meet with students as needed.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Open house is held for our incoming sixth grade students. This provides an opportunity for parents and students to receive information about middle school expectations and tour our campus. For eighth grade students transitioning to high school, guidance counselors meet with students to share academic requirements of high school as well as provide assistance in choosing elective courses. County wide 5th grade transition to 6th grade night activity is designed to support students and parents understand middle school expectations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Struggling students receive intensive instruction in tested content areas. Coaches are assigned to reading, math, and science. Coaches, teachers, and administration identify materials needed to support learning.

Title I, Part A

The Title I funds provide supplemental instructional resources for students with academic needs. Title I, Part A, support provides after school/summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant
N/A

Title I, Part D
Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned schools. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II
Professional development resources are available through Title II funds. School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II – D funds.

Title III
The district provides services for educational materials and support for families who are English Language Learners (ELL).

Title VI, Part B
N/A

Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in coordination with the Migrant Education Program (MEP) funded through Title I, Part C

Supplemental Academic Instruction (SAI)
Funding for SAI are used to provide after school tutoring for all Core subjects.

Violence Prevention Programs
Title IV provides prevention programs in schools in order to promote a safe school environment.

Nutrition Programs
N/A

Housing Programs
N/A

Head Start
N/A

Adult Education
N/A

Career and Technical Education
The eighth-grade guidance counselor meet with students to discuss career interests and provide planning sessions.

Job Training
N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The eighth-grade guidance counselor meets with students as they learn about their career interests. Career planning is also provided to eighth-grade students within their US History classes. Seventh-grade students are provided career planning through Choices and their guidance counselor. Students are exposed to a variety of career possibilities through guest speakers. All eighth grade students participate in a WE3 Expo that supports student's choices for selection of programs offered in the high schools for additional career awareness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: English Language Learners 33% Federal Index	\$0.00
2	III.A.	Areas of Focus: Black/African American 40% Federal Index	\$0.00
3	III.A.	Areas of Focus: Students with Disabilities 31% Federal Index	\$0.00
Total:			\$0.00